

The left side of the slide features a series of vertical stripes in various shades of gray and blue. Overlaid on these stripes are several circles of different sizes and shades of blue, creating a modern, abstract design.

SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

DAY 3

**Presented by:
Patricia Herbert and Kenneth Bond**



Justifying Continued Support

SUCSESSES

- What have you done to justify support up to this point?
 - Reflect on the past month.
 - In table groups share reflections.
 - Choose and act out a conversation for the whole group in 1-2 minutes.



RELATING SEI TO CURRENT INITIATIVES

- What is the single biggest push your district is making in terms of professional development?





COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Jump on the bandwagon!

SEI AND COMMON CORE

○ Building Background

- Concepts linked to background experiences.
- Links explicitly made.
- Key vocabulary emphasized

○ Common Core Anchor Standards

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

From *Making Content Comprehensible for Elementary English Learners* (2010) and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Lesson Delivery
 - Content objectives supported
 - Language objectives supported
 - Students engaged 90-100% of the time
 - Pacing of the lesson appropriate to students

○ Common Core Note on Anchor Standards

- To build a foundation for college and career readiness in language, **students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use**; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

From *Making Content Comprehensible for Elementary English Learners* (2010) and <http://www.corestandards.org>.

SEI AND COMMON CORE

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- From: [“Application of Common Core State Standards for English Language Learners”](#)

To help ELLs meet high academic standards... it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs...;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework.

From *Making Content Comprehensible for Elementary English Learners* (2010) and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Practice and Application
 - Hands-on materials and/or manipulatives
 - Activities to apply content and language knowledge
 - Activities integrate all language skills

○ Common Core Anchor Standards

[CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

From *Making Content Comprehensible for Elementary English Learners* (2010) and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Review and Assessment
 - Review of key vocabulary
 - Review of key content concepts
 - Regular feedback on output
 - Assessment of student comprehension and learning

- From: “Application of Common Core State Standards for English Language Learners”

To help ELLs meet high academic standards... it is essential that they have access to:

- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths;
- Ongoing assessment and feedback to guide learning.

From *Making Content Comprehensible for Elementary English Learners* (2010) and <http://www.corestandards.org>.

JUSTIFYING CONTINUED SUPPORT

○ Pre/Post teacher data

- Base it off of the objectives that you covered.
- If applicable, relate it to the Common Core, general ed. students, and key school initiatives.
- Be proactive... show the results to all the key players upfront.





After



JUSTIFYING CONTINUED SUPPORT

- Brainstorm with a partner ...
 - When and what student data should be used?
 - How can you gauge the cause/effect relationship of SEI training?



JUSTIFYING CONTINUED SUPPORT

- Write “thank you” letters to all of those involved, **ESPECIALLY** administration that helped get things off of the ground.



EDUCATOR TESTIMONIALS

- The power of narratives
- Krashen v. Unz and Prop. 227



CHALLENGES TO LONG TERM IMPLEMENTATION

- Slow progress
 - Celebrate every step!
 - Take tiny steps while keeping the goal in mind.
- Teacher turnover
 - Establish leaders in multiple contexts.
- Pushback from teachers/administrators
 - Work top down and bottom up at the same time.
- SEI trainees don't get ELLs in their classes
 - Talk to guidance counselors NOW for next year.
 - Talk to administration NOW for next year.
 - Talk to teachers NOW for next year.

From Implementing The SIOP® Model through Effective Professional Development and Coaching (2008)

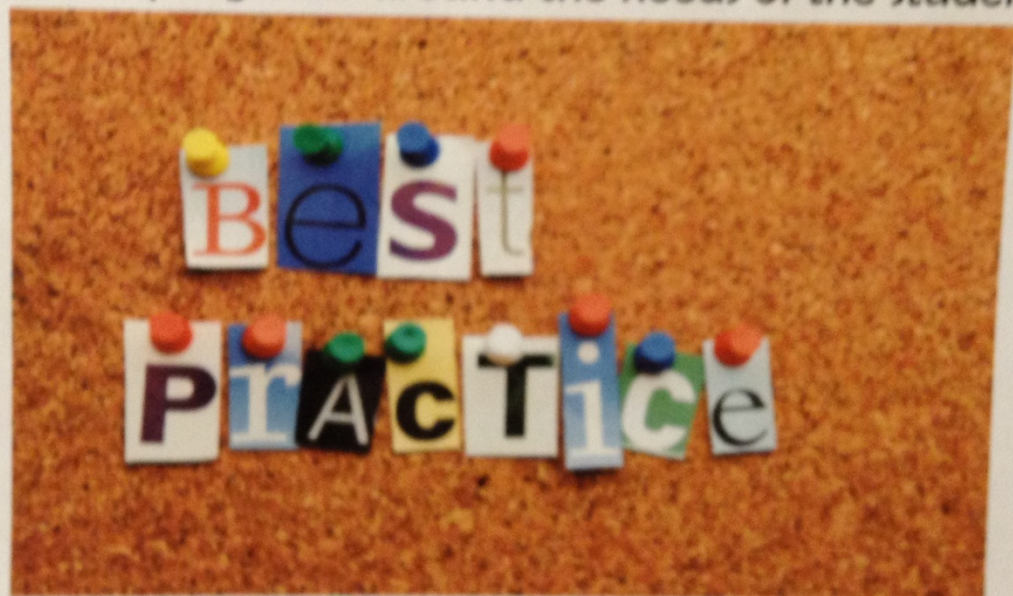


ANALYSIS

- Review the PowerPoint.
- Cite a section of the slide and then explain how you can apply it to your school/district.
- Repeat.
- Rate importance of factors (1 being the highest).
- Develop an objective that you can accomplish over the next year based on the highest factor.
- Example: District, administrators, and teachers will be able to organize programs around the needs of the students.



District, administrators, and teachers will be able to
organize programs around the needs of the students.



SHARING PROFESSIONAL DEVELOPMENT PLANS

- Pair up with someone from another district
 - Person A explains plan / Person B fills out rubric and gives feedback based on rubric and workshop
 - Person B explains plan / Person A fills out rubric and gives feedback based on rubric and workshop
- Regroup with district team
 - Discuss feedback and consider revisions



COACHING

- Suggested structure
 - Planning conference
 - Observation
 - Reflecting conference



LET'S PRACTICE!

- We are going to coach the presentation volunteers



PLANNING CONFERENCE

- What is your lesson about?
- What is your theoretical focus?
- What do you see yourself doing first, next, and last?
- What do you want me to look for that lets you know you've been successful?
- Do you have any questions for us before you start?

- Adapted from: Echevarria et al. 2008



GROUP PRESENTATION



We will use Creighton's Collegial Coaching
Debriefing Form on page 52 in

*Implementing the SIOP Model through Effective
Professional Development and Coaching*

by Echevarria, Short, and Vogt.

In groups, volunteers will present lessons.
Group members provide feedback using the
coaching tool.



REFLECTING CONFERENCE

- How do you think it went?
- Were you able to implement the theoretical focus we discussed?
- Do you feel you were able to... (definition of success)?
- Let's review our notes...
- Where could you find resources to help you...
- What will you do differently? What will you try again?
- What can we do to help?
 - Adapted from: Echevarria et al. 2008



CREATE A COMMERCIAL

In groups, write a 1 – 2 minute commercial to use when asked, “What is effective coaching?”

You can...

- write a jingle
- create a skit
- or present and infomercial.





OBJECTIVES

Participants will create a professional development plan to support mainstream teachers.

The plan will:

- ◆ demonstrate alignment with the NJ professional Learning Standards.
- ◆ incorporate current thinking and research on Second Language teaching and learning.
- ◆ demonstrate an understanding of the challenges for ELs in the implementation of the Common Core State Standards.
- ◆ provide content in:
 - ◆ understanding the social, emotional, cultural, and academic needs of ELs; and
 - ◆ how to mediate instruction for ELs so that they meet the standards



FEEDBACK

- **PLEASE** have teachers fill out our quick, confidential survey after training!

*This will help us adjust and focus future instruction, and is our way to follow up that you met the requirements of your contract.



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